

**Cycle A Autumn 1 Focus: Incredible Inventions**

Subject	KS1	LKS2	UKS2
<b>Art and D&amp;T</b>	<ul style="list-style-type: none"> <li>- Design, make and evaluate a product using technical knowledge.</li> </ul> <p>Refer to page 193 KEYSTAGE 1 Subject Content to see steps/objectives.</p>	<ul style="list-style-type: none"> <li>• generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>• select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>Art: Da Vinci inspired art –inventions</b></p> <ul style="list-style-type: none"> <li>• about great artists, architects and designers in history.</li> </ul> <p><b>DT</b> –research, design and produce new invention based on DV artwork</p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Design</li> <li>- Make</li> <li>- Evaluate</li> <li>- Technical knowledge</li> </ul> <p>(see page 182 of NC for specific objectives)</p>
<b>Computing</b>	<p>Year 1:</p> <ul style="list-style-type: none"> <li>- Create and debug programs</li> <li>- Use logical reasoning to predict the behavior of simple programs</li> </ul> <p>Year 2:</p> <ul style="list-style-type: none"> <li>- Recognise common uses of ICT beyond school</li> </ul>	We are opinion pollsters	<p><b>Computing:</b></p> <p>6.1 We are app planners</p>
<b>Geography &amp; History</b>	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – William Caxton and Tim Berners-Lee	<ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	<p><b>History:</b> communication-phones</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• UKS –changes in Britain</li> </ul>
<b>Music</b>			
<b>PE</b>	<p><b>KS1 Participate in team games, developing simple tactics for attacking and defending</b></p> <p><i>Games skills development Y1:</i></p> <ul style="list-style-type: none"> <li>• To use vocab: opponent and team mate</li> <li>• To be confident and safe in different game</li> </ul>	<p>Y3 Rounders</p> <p>Y4 Cricket, Tennis</p>	Athletics and Dance

	<p>spaces</p> <ul style="list-style-type: none"> <li>To use rolling, hitting, running, jumping, catching and kicking as independent skills</li> <li>To use the above skills in combination and begin applying to game situations</li> <li>To choose and use skills effectively for a particular game (eg dodging)</li> </ul> <p><i>Games skills development Y2:</i></p> <ul style="list-style-type: none"> <li>To use vocab: opponent and team mate</li> <li>To improve the way they coordinate and control their bodies</li> <li>To improve the way they coordinate and control equipment (eg balls/bats)</li> <li>To use rolling, hitting, running, jumping, catching and kicking as independent skills</li> <li>To use the above skills in combination and begin applying to game situations</li> <li>To choose, use and vary simple tactics (dodging, distance from opponent etc)</li> <li>To lead others in game where appropriate</li> </ul> <p><b>KS1 Develop balance, coordination and agility</b></p> <p><i>Gymnastics skills development Y1:</i></p> <ul style="list-style-type: none"> <li>To copy and remember basic gymnastic actions (pike, tuck etc)</li> <li>To move with control</li> <li>To move with some awareness of the space</li> <li>To show contrasts in movements (small/tall, high/low, straight/curved, wide/narrow)</li> <li>To hold a position (balance)</li> <li>To stretch and curve (develop flexibility)</li> </ul> <p><i>Gymnastics skills development Y2:</i></p> <ul style="list-style-type: none"> <li>To link two or more actions to make a sequence (tuck, dish, arch, pike, egg roll)</li> <li>To travel by rolling (sideways – begin looking at forward roll)</li> <li>To climb on and off equipment safely</li> <li>To demonstrate jumping and landing with increasing control and balance (2:2feet, 2:1feet, 1:2feet)</li> </ul>		
<p><b>PSHE &amp; SMSC</b></p>	<p>1b Express some of their positive qualities</p> <p>1c Demonstrate that they can manage some feelings in a positive and effective way</p>	<p><b>RE</b> : Islam</p> <p><b>PSHCE</b></p>	<p><b>RRS</b></p> <p>Articles 13 and 14</p> <p><b>SMSC</b></p>

	<p>1j Talk about the harmful aspects of some household products and medicines</p> <ul style="list-style-type: none"> <li>- Creativity,</li> <li>- Accomplishment,</li> <li>- Perseverance,</li> <li>- Honesty,</li> <li>- Patience,</li> </ul> <p>Self esteem,</p>	<p>2q Explain how their actions have consequences for themselves and others</p> <p>2r Describe the nature and consequences of bullying</p> <p>2s Express ways of responding to bullying</p> <p>2v Respond to or challenge negative behaviours such as stereotyping and aggression</p> <p><b><u>SMSC</u></b></p> <p>Creativity Accomplishment Perseverance Honesty Patience Self-esteem</p>	<p>Commitment Sportsmanship Fairness Self-control Truthfulness Freedom of expression</p>
<p><b>Science</b></p>	<p>Y1 Everyday materials</p> <ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made.</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>- Describe the simple physical properties of a variety of everyday materials.</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Y2 Uses of everyday materials</p> <ul style="list-style-type: none"> <li>- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> </ul> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights up in a simple series circuit.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b><u>RECAP AND REVISE</u></b></p>